

## REMIX ASSESSMENT RUBRIC

Group members: \_\_\_\_\_

|                       | 4: Superior  | 3: Satisfactory  | 2: Developing   | 1: Needs Improvement  |
|-----------------------|--|--|---|---|
| Audience Preparation  | Group representative announces the piece confidently, and states the global music concepts used in the remix. Any additional information to help the listener is explained articulately. | Group representative announces the piece confidently, and states the global music concepts used in the remix. Additional information may be limited or inarticulate. | Group representative announces the piece, and states the global music concepts used in the remix. Additional information missing or incomplete.           | No information is given about the piece.  |
| Global Music Concepts | Performance incorporates at least 3 global music concepts.   | Performance incorporates 2 global music concepts.  | Performance incorporates 1 global music concept.  | Global music concepts are not evident in the performance.   |
| Creativity            | Includes several original or unusual musical ideas. The intertwining of original music and global music is well-planned and imaginative.   | Includes some original or unusual musical ideas. The intertwining of original music and global music is somewhat imaginative and well-planned.                       | Includes few original, unusual, or imaginative ideas, but these ideas are not developed and lack planning.  | Is missing variety and/or unusual ideas.  |
| Craftsmanship         | Strong aesthetic and general impression. Keeps the listener interested, and has a coherent beginning, middle, and end.   | The general impression is pleasant and moderately effective. Ending feels final.   | Includes at least one interesting musical idea. Yet, the overall impression is not effective. No clear ending, and composition lacks overall completeness | Gives no sense of a completed musical idea.   |
| Ensemble Performance  | Understands role within the ensemble and performs appropriately. Blends well with the ensemble sound and interpretation.   | Understands role within the ensemble but does not consistently blend well with the ensemble sound and interpretation.  | Understands role within the ensemble but attempts to blend well with the ensemble sound and interpretation are not noticeable.                            | Does not demonstrate understanding of role within the ensemble.   |
| Stage Presence        | Enters and exits performance area with confidence. Maintains professional presence at all times.   | Enters and exits performance area with confidence. Maintains professional presence most of the time.   | Enters and exits performance area with confidence. Occasionally "breaks character".   | Group lacks confidence. There is little cohesion within the group, and members often "break character." |

TOTAL POINTS: \_\_\_\_\_/24

The educational materials (activities, handouts, presentations, images, assessment, etc.) submitted for use in the Global Music Fellows Program Teacher Toolkit were created by Erica Hefner, Northwest School of the Arts.